



Policy Title: Anti-Bullying Policy and Guidance

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Date of approval by Governing Body:	Nov 2020
Review Date:	Annually
Responsible for Day to Day Management:	D.Kay / H. Price / R. Porter
Responsible for Review:	D.Kay / H. Price / R. Porter

UNITED ENDEAVOUR TRUST
EQUALITY CHECKED

This policy/procedure seeks to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relationships between groups
- Meet requirements under the Equality Duty
- Set Equality objectives which are specific and measurable



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Anti-Bullying Policy

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1. Rationale

The United Endeavour Trust are completely opposed to bullying and will not tolerate it in school. It is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment. The Trust has a 'duty of care' towards its pupils with regard to bullying in that the Principal and staff stand in loco parentis (in place of the parents). This duty of care includes protecting pupils from harm of bullying.

The United Endeavour Trust actively promote positive interpersonal relations between all members of the school community.

2. The National and Legal Context

This policy takes full account of the school's legal obligations under the Education and Inspections Act of 2006 to:

- promote the well-being of pupils in school
- develop a policy which encourages good behaviour and respect for others on the part of pupils and, in particular preventing all forms of bullying amongst pupils
- establish procedures for dealing with complaints about bullying

The Education and Inspections Act 2006, outlines a number of legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behavioural Policy, which is communicated to all pupils, school staff and parents/carers.

This policy has due regard to legislation, including, but not limited to the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998

Bullying is a much-publicised problem in our schools today. At United Endeavour Trust, we do not see bullying as inevitable or something we can do nothing about. Bullying can cause both physical and emotional distress which can continue into adult life.

At United Endeavour Trust we believe that it is the RIGHT of every individual to feel safe from fear and threat. This is part of our commitment to Child Protection to ensure that children are not harmed physically or emotionally. We strive, therefore, to create a safe and secure environment for our students and staff. This policy links to the Every Child Matters Outcomes of Stay Safe, Be Healthy and Make a Positive Contribution. It also links with the National Healthy Schools Programme theme of Emotional Health and Wellbeing, safeguarding children's procedures.

Throughout the curriculum, students are encouraged to take responsibility for themselves and others and to learn positive social behaviour and strategies such as assertiveness skills. The standards and values of the school are emphasised through our Vision Statement, which is an integral part of both our academic and pastoral curriculum.

3. a) Definition of bullying

At United Endeavour Trust we follow the DCSF Safe to Learn (2007) guidance which defines bullying as:

“Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”

Bullying can be direct or indirect and includes:

Verbal bullying: Name-calling, taunting, mocking, making offensive comments and teasing

Physical bullying: Kicking, hitting, punching, pushing and pinching,

Emotional bullying: Producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings or money

On Line /Cyber bullying: Offensive text messaging and e-mailing and sending degrading images by phone or the internet

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person’s gender ‘variance’ or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

All forms of bullying are unacceptable and we will expect the highest standards of behaviour and understanding for all members of the school community. Sir Thomas Boughey, Clayton Hall and Newcastle Academies are within a large community and well-being and harmony are based on tolerance and understanding.

For the purpose of this policy, bullying is persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying can take place between students, between students and staff; or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods. It can happen in isolation or quite often in the presence of others.

People who are victims of bullying frequently, but not exclusively, are bullied as a result of:

- race, religion or culture
- special educational needs or disability
- appearance or health conditions
- sexual orientation
- gender
- home circumstance including looked-after-children and young carers

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

b) Inclusion

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn. Our school policy has given careful consideration to the six equality strands, race, ethnicity, gender, age, religion, disability and sexuality. This is to ensure that anti-bullying provision is provided in a sensitive and non-judgemental way that will enable all young people, staff and the wider school community to feel valued and included in effective policy and practices.

4. Statement of Intent

At United Endeavour Trust we believe that:

- Bullying is undesirable and unacceptable and will not be tolerated
- Bullying is a problem to which solutions can be found
- Seeking help and openness are regarded as signs of strength not weakness
- All members of the school community will be listened to and taken seriously
- Bullying prevents students achieving to their full potential and affects standards of achievement and aspirations
- Everyone has the right to work and learn in an atmosphere that is free from fear
- All of us have a responsibility to ensure that we do not abuse or bully others
- Young people should be encouraged to seek support in school if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously
- Young people should be involved in decision making about matters that concern them
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse

5. Aims of the Policy

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community
- To make it clear that all forms of bullying are unacceptable at school
- To enable everyone to feel safe while at school and encourage students to report incidences of bullying
- To deal effectively with bullying
- To support and protect victims of bullying and ensure they are listened to
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change
- To liaise with students, parents and other appropriate members of the school community
- To ensure all members of the school community feel responsible for combating bullying
- To ensure consistency in practice within the school community

6. Intended Outcomes

- That there are effective listening systems for students and staff within the school
- That all parents have a point of contact for the anti-bullying lead in school if they are concerned about their child
- That all staff have the necessary skills and confidence to deal with incidents of bullying effectively and promptly
- That no child or young persons' educational opportunities and achievement is disadvantaged due to the experience of bullying
- That all staff are equipped with the skills necessary to deal with bullying
- That the wider school community (e.g. exam invigilators) are involved in dealing effectively with, reporting, recording, monitoring and if necessary referring bullying incidents
- That there is effective communication with parents and the wider school community on the subject of bullying through newsletters, parent meetings, the school website and regular communication home
- That all incidents of bullying are recorded and appropriate use is made of the information and where appropriate shared with relevant organisations

7. Roles and Responsibilities

The Governing Body will:

- Consult with the Principal at the appropriate school, other appropriate members of staff, parents and all pupils on this statement of principles
- Promote the well-being of pupils in their schools
- Exercise their functions with a view to safeguarding and promoting the welfare of pupils
- Have a race equality policy; and assess and monitor the impact of these policies (including the race equality policy) on pupils, staff and parents, with particular reference to the impact on pupils' attainment
- Have a disability equality scheme and make reasonable adjustments to avoid placing disabled pupils at a substantial disadvantage in comparison with pupils who are not disabled
- Establish procedures for dealing with complaints about bullying and all matters relating to the school, and publicise these procedures. The complaints procedure is available from the Principal at the appropriate school.

The Principal at the appropriate school will:

- Determine the more detailed measures (rules, rewards, sanctions and behaviour management strategies) on behaviour and discipline that form the school's behaviour for learning policy, acting in accordance with the governing body's statement of principles in so doing. The policy determined by the Principal at the appropriate school must include measures to be taken with a view to "encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils"
- Publicise the measures in the behaviour policy and draw them to the attention of pupils, parents and staff at least once a year
- Determine and ensure the implementation of a policy for the pastoral care of pupils
- Ensure the maintenance of good order and discipline at all times during the school day (including the midday break) when pupils are present on the school premises and whenever the pupils are engaged in authorised school activities, whether on the school premises or elsewhere

- Ensure that appropriate training is provided for all new staff (teaching and non-teaching) as part of the induction process

Teaching and Support Staff will:

- Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to them, which includes ensuring, as far as possible, that pupils are free from bullying and harassment
- Apply the school rewards and sanctions lawfully

In working as outlined above it is our intention to promote a school culture where bullying of any kind is unacceptable and where, if it takes place, we act quickly and appropriately. Some of the strategies used to reduce bullying include:

- Education through PSHE programmes and assemblies
- Having staff on duty in all areas of the school before and after school as well as at break and lunch times
- Monitoring behaviour through the use of CCTV
- Monitor comments made by pupils through email/internet via the use of security

These actions are in keeping with and complementary to the school's Behaviour for Learning Policy.

At United Endeavour Trust we:

- Expect all members to act in a socially responsible manner
- Want all members of our community to be respectful and supportive
- Would expect everyone to refrain from any form of behaviour that constitutes bullying
- Expect all members of our community to report all incidents of bullying to:
 - A teacher
 - Form Tutor
 - House Leader / Manager
 - Peer Counsellors/Mentors/ Prefects
 - The School Nurse
 - Anti-bullying Ambassadors

In all cases the House Leaders/ Managers will be informed and incidents of bullying will be recorded in accordance with academy procedures, including SIMS.net and CPOMS. Monitoring and analysis will take place and form part of the whole school behaviour and monitoring cycle.

Where necessary complaints will be dealt with most effectively by retaining the anonymity of the source. All complaints will be dealt with in line with the Federation Complaints Procedure which is available from the Principal at the appropriate school.

In each case the school will act on this information and will issue a graded response depending on the severity and repetition. These may include:

- Talking to both parties, including restorative approaches
- Putting students on report
- Preventing students from fraternising with each other

- Referral to the school nurse
- Isolation
- Meeting(s) with parents
- A Behaviour support plan and/or pupil support plan
- Exclusion

Students will:

- Listen to, and take parts in assemblies highlighting bullying and where to seek support
- Take part in PSHE lessons
- Develop an understanding of tolerant attitudes, values and beliefs
- Promote the schools' ethos of equality for all
- To support and use the peer counselling and restorative justice service available to them
- Be part of the review process of behaviour for learning and supporting student issues

In all cases the parents/carers of both parties involved will be contacted.

In specific cases there may be a need to adopt a group approach to the solution and then appropriate professional support may be required. The schools will seek to find any additional resources required to resolve any bullying incidents.

United Endeavour Trust will comply with its legal duty to report all cases of racial bullying to the Local Authority. Similarly, the schools also have a specific duty to eliminate disability related harassment under the Equality Act 2010

8. Procedures and Dealing with Incidents – A Whole School Approach

a) Role of pupils and staff in reporting and recording a bullying incident involving pupils

We take the view that everyone has a responsibility to report incidents of bullying or to share their concerns with a member of the school community. At this school we follow the school guide to reporting and dealing with bullying incidents (*see Appendix 1 for Anti-Bullying response chart*).

b) Guidance for pupils

If you are being bullied;

- Remember it is not your fault
- Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel

After you have been bullied:

- All bullying is wrong and you do not have to stay silent about it
- Tell an adult or somebody you trust about what has happened straight away. Adults in school have a responsibility to give you help and support around bullying
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you
- Keep on speaking until someone listens and does something to stop the bullying

When you are talking to an adult about bullying be clear about;

- What has happened to you
- How often it has happened

- Who was involved
- Who saw what was happening
- Where it happened.
- What you have done about it already

Developments in technology have resulted in new opportunities and new ways to bully others; this is particularly evident with the rise of Cyber bullying. Cyberbullying is driven by the same intention as any other form of bullying and can include harmful messages being sent via text message, BBM, email or through social networking sites. It can also include the exclusion of others from social networking, posting of videos on sites such as Facebook or YouTube, and can even involve impersonating others online in order to cause harm.

If you experience bullying by mobile phone, text messages, any social networking site or e-mail;

- Don't retaliate or reply
- Save the evidence do not delete anything
- Make sure you tell an adult who you trust
- Contact your service provider or look at their website to see where to report incidents
- Be careful who you give your mobile phone number or e-mail address to
- Make a note of exactly when a threatening message was sent

c) Guidance for parents/carers

If your child has been bullied:

- Calmly talk with your child about his/her experiences
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened
- Reassure your child that he/she has done the right thing to tell you about the bullying
- Explain to your child that should any further incidents occur he/she should report them to an adult in school immediately
- Make an appointment to see your child's class or form teacher
- Explain to the teacher the problems your child is experiencing

When talking with members of staff about bullying:

- Try to stay calm and bear in mind that the staff member may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child or the school
- Stay in touch with the school and let them know if things improve as well as if problems continue

If your child is displaying bullying behaviour towards others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how he/she can join in with other children without bullying
- Make an appointment to see your child's class/form teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others
- Regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when he/she is co-operative or kind to other people

If your child is experiencing any form of cyber bullying:

- Ensure your child is careful whom they give their mobile phone number and e-mail address to
- Check exactly when a threatening message was sent and keep evidence of offending e-mails, text messages or online conversations. Do not delete messages
- If the bullying involves a pupil from school contact the school to report this
- Contact the service provider to report the incidents
- If the cyberbullying is serious and a potential criminal offence has been committed, you should consider contacting the police

d) Sanctions

It is important for all schools to be open and transparent in the sanctions used for bullying incidents. This school has set procedures to follow in implementing sanctions where a bullying incident has occurred. These sanctions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted or in particularly serious cases this may lead to exclusion.

However, governors would need to examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

It is important also to note that the DfE 'Advice for school leaders and governing bodies on bullying states:

"Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre"

Although bullying itself is not actually classed as a criminal offence, some types of harassment or threatening behaviour – or communications – could be a criminal offence. If staff feel that a criminal offence may have been committed they can seek assistance from the police.

It is important to note that if a student is found to be involved in bullying behaviour either as an aggressor, a participant, someone who encourages bullying behaviour or as a bystander, then the school will deal with them in the following ways:

- Parents will always be notified
- The student will be expected to participate in an Anti-Bullying session
- The school will implement the Behaviour management processes and in particular cases bullying behaviour may lead to exclusion.

Please also refer to Peer on Peer Abuse Guidance 2018

9. Recording of Incidents

From September 2009 it is a legal requirement for schools to record all incidents of bullying. To meet this requirement we:

- Keep a record of individual incidents of bullying. Any incidents recorded will be notified to parents.
- Compile an annual record of bullying incidents which is returned to the Trust Board at the end of every academic year.

- Ensure that an annual analysis of the bullying record is undertaken by the school including members of the senior leadership team and the governing body.

10. Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Safeguarding procedures must be followed when any disclosures are made. It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the school cannot guarantee confidentiality pupils will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

11. Monitoring Arrangements

This policy will be evaluated and updated where necessary bi-annually by the whole school. The views of pupils, parents and staff will be used to make changes and improvements to the policy on an ongoing basis. ***(This may initially show a rise in bullying due to awareness being raised.)***

The senior leadership team and governors will, on an annual basis, analyse the school's anti-bullying data, identify trends and evaluate the effectiveness of anti-bullying strategies.

Appendix 1

Report and React

Report to class teacher/House Tutor/House Manager as soon as possible.

Class teacher/form tutor must be informed

If not already occurred, the adult must meet with the child who has been bullied

Reassure the child that they have done the right thing

Listen and Record

Appropriate adult listens to details of the incident and records in writing using the attached referral form

They must also be offered appropriate levels of support and time by a suitable member of staff

Communicate with parent/carer informing them of the incident

Refer Students to appropriate outside agencies if necessary

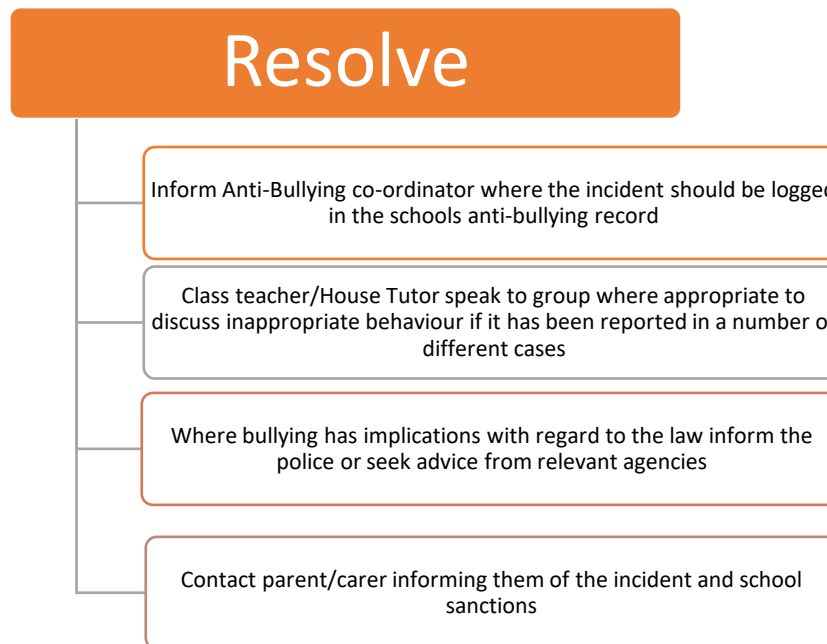
Investigate

Interview alleged bully/bullies and record outcomes of conversation. Invoke the schools behaviour policy and/or anti-bullying policy procedures (Sanctions)

Victim must be consistently kept informed of outcomes of all witness statements, and any further action taken throughout the process.

The school needs to support the perpetrator and keep them informed of all outcomes as well as issuing any sanctions

If there has been a misunderstanding and bullying has not occurred no further action will be taken



Appendix 2 - National Organisations that can offer support:

Anti –Bullying Alliance - ABA

Brings together over 60 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Tel: 020 7843 1901

www.anti-bullyingalliance.org.uk

National Healthy Schools Programme

A joint Department of Health - DH, and Department for Children, Schools and Families - DCSF, initiative. Part of the government’s drive to reduce health inequalities, promote social inclusion and raise educational standards. Schools can access support from a local programme co-ordinator – their contact details are on the website.

www.healthyschools.gov.uk

Act Against Bullying

A national charity which highlights new forms of bullying, particularly bullying through social exclusion.

Tel: 0845 230 2560

www.actagainstbullying.com

Actionwork

A multimedia organisation that uses film, theatre and other creative arts to explore and tackle issues that affect young people, in particular bullying.

Tel: 01934 815163

www.actionwork.com

Beatbullying

Aims to reduce and prevent the incidence and impact of bullying by devising anti-bullying strategies for young people by young people.

Tel: 0845 338 5060

www.beatbullying.org

Bullying Online

Provides an email service for children and young people as well as online help and information, for schools as well as pupils.

www.bullying.co.uk

ChildLine

Offers a free, 24-hour helpline and counselling service for children in distress or danger.

Tel: 0800 1111

www.childline.org.uk

Diana Princess of Wales Memorial Award for Young People

The Diana Anti-bullying Award is open to primary schools, secondary schools and youth organisations.

Tel: 0845 3372987

www.diana-award.org.uk

Educational Action Challenging Homophobia – EACH

Established to challenge homophobia in education.

Tel: 0808 1000143

www.eachaction.org.uk

Education for All

Joint campaign by Stonewall, Flag and LGBT Youth Scotland to combat homophobic bullying. Website includes resources, research and case studies.

Tel: 020 7593 1851

www.stonewall.org.uk/education_for_all

Kidscape

Provides training for professionals, courses for bullied children, a helpline for parents of bullied children and books, videos, free booklets and leaflets about the prevention of bullying, many in several languages.

Tel: 020 7730 3300

www.kidscape.org.uk

Mencap

Mencap fights for equal rights for people with learning disabilities and their families and carers, and provides housing and employment support.

Tel: 020 7454 0454

www.mencap.org.uk

National Autistic Society

Champions the rights and interests of all people with autism and seeks to ensure that they and their families receive quality services appropriate to their needs.

Tel: 0845 0704004

www.autism.org.uk

National Society for the Prevention of Cruelty to Children – NSPCC

NSPCC aims to end cruelty to children. Works with children and families, as well as influencing public policy and attitudes.

Tel: 0207 825 2500

www.nspcc.org.uk

Parentline Plus

Offers help and support through a range of free, flexible and responsive services by working for and with anyone who is parenting a child.

Tel: 0808 800 2222

www.parentlineplus.org.uk

Stonewall

A campaign and lobby group working to achieve legal equality and social justice for lesbians, gay men and bisexuals.

Tel: 020 7593 1850

www.stonewall.org.uk

The Samaritans

Tel: 08457 909090

www.samaritans.org

Victim Support

Staff and volunteers offer free and confidential information and support for victims of crime. Operates via a network of affiliated local charities, Witness Service and the Victim Supportline. Currently developing specialist and outreach services for children and young people affected by crime and bullying.

Tel: 0845 3030900

www.victimsupport.org.uk

EQUALITY IMPACT ASSESSMENT POLICY CHECKLIST

Equality Impact Assessment of UET Policy						
Title of Policy	Anti - Bullying					
PART 1	Positive Impact – reducing inequalities					
<p><i>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.</i> <i>D = Disability, GA = Gender reassignment, P = Pregnancy & Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships</i></p>	<p>How is the policy likely to have a significant positive impact on equality by reducing inequalities that already exist?</p> <p>All students and staff will be protected from bullying behaviours and will be given opportunities to access support if required.</p> <p>Could the policy have a significant negative impact on equality in relation to each of the following groups or characteristics?</p> <p>No.</p>					
Characteristics Indicate areas of likely impact ☒	Promote equal opportunities	Get rid of discrimination	Get rid of harassment	Promote good community relations	Promote positive attitudes	Promote/ protect human rights
D		✓	✓	✓	✓	✓
GA		✓	✓	✓	✓	✓
P		✓	✓	✓	✓	✓
R		✓	✓	✓	✓	✓
R/B		✓	✓	✓	✓	✓
S		✓	✓	✓	✓	✓
SO		✓	✓	✓	✓	✓
A		✓	✓	✓	✓	✓
M/CP		✓	✓	✓	✓	✓
Equality Impact Assessment of UET Policy	Records					
Name of person responsible for policy	D.Kay / H. Price / R. Porter					
Date of EIA of Policy						

A = Age, M/CP = Marriage and Civil Partnerships –applies in respect of employment framework policies

Equality Impact Assessment of UET Policy	Evidence
PART 2	
<p><i>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.</i></p> <p><i>D = Disability, GA = Gender reassignment, P = Pregnancy & Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships</i></p>	<p>What is the evidence for your answers above? (list any quantitative and qualitative)</p> <p>Anti - Bullying logs are collated and stored centrally.</p> <p>The Anti – Bullying Team evaluate data and address any issues arising.</p> <p>Report to SLT/ Governors/Directors via termly report.</p>

Equality Impact Assessment of UET Policy	Conclusion
PART 3	Current evaluation indicates that bullying concerns are addressed quickly and effectively, but that there are bullying issues that affect specific groups.
Summary of findings	

Equality Impact Assessment of UET Policy	Next steps		
PART 4			
Category	Actions	Target Date	Person responsible
Next Steps – Action Plan			
Practical changes required to reduce adverse impact	Continue to raise awareness of bullying issues. Record, address and evaluate responses.	2020 - 21	D. Kay / H. Price / R. Porter
Monitoring and evaluation and Review (publish revised policy)	Outcomes reported to SLT / Governors / Directors via report	2020 - 21	D. Kay / H. Price / R. Porter

